UNSW SYDNEY | Australia's Global University

Built Environment

BENV2000
Re-Enchanting the City

Convenor Name: Oya Demirbilek

3+ Abbreviated Course Outline – T2

Disclaimer
This abbreviated course outline is indicative of the outcomes, delivery and assessment. While Course Learning Outcomes will remain constant, other details may be subject to change. The full and most accurate course outline will be available in Moodle.

1. COURSE STAFF

Course Convenor	Oya Demirbilek
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2. COURSE DETAILS

Credit Points: 6 UoC

Learning Activity	Hours per week
Lecture	0
Tutorial	0
Studio	0
Computer Lab	0
Online learning activity	4

Description

This course is an introduction to the interdisciplinary nature of city making that focuses on a cutting-edge, high-density urban infill project, Central Park, Sydney as its case study. The case study is used to explore the interdependencies of the professions at play; urban design, architecture, construction management, city planning, landscape architecture, interior architecture and industrial design. The entire development process for the urban infill project is investigated, from the earliest planning and site purchases through to completion, and from the broad contextual scale through to the design intricacies. This includes design innovations in green technologies, structure, construction, environmental and building service, framing within the wider context of infrastructure, governance and the political economy. A key question investigated in this course is: how do we engage local democracy to make urban density both sustainable and poetic in current global cities

Program Learning Outcomes (PLOs)

This course addresses the following (Industrial Design) Learning Outcomes:

1. Undertake ongoing enquiry and learning, demonstrating judgment in planning methods of inquiry and applying new knowledge to complex problems in design and other fields of learning.
2. Critically engage with, synthesise and evaluate complex ideas of social and environmental importance in the exercise of professional judgment applied in product design and related areas of practice.
3. Communicate effectively within a team and with a range of audiences, making skilled use of visual, digital and written modes of communication including the transfer of precise technical information.

Alignment of Course Learning Outcomes (CLOs), Program Learning Outcomes (PLOs), and Assessment

CLO #	CLO Statement	PLO #	Related Assessment & Activities
CLO 1	Describe the spectrum of roles and interactions of different stakeholders within the built environment.	3	Assignment 1: *Stakeholder Concerns* Written individual presentation that will be peer assessed, with academic component. Students will receive individual marks, but work in a group. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment
CLO 2	Critique physical outcomes of the built environment from your own context.	2	Assignment 3: *Online Participation* Students are requested to be active online with text and images. This is peer assessed with academic component. Individually marked. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment • Critique physical outcomes of the built environment from your own context • Evaluate the successes and weaknesses of a large scale urban development project Assignment 4: *Essay* Instructor assessed short essay (1200-1800 words). Individually marked. • Critique physical outcomes of the built environment from your own context. Formulate and justify ideas on how hyper-dense cities of the future can be Green, Livable, and Poetic.
CLO 3	Evaluate the successes and weaknesses of a large scale urban development project	3	Assignment 2: *Case Study Evaluation* Group presentation assessed by the instructors where students receive a group mark. 7. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment • Evaluate the successes and weaknesses of a large scale urban development project Assignment 3: *Online Participation* Students are requested to be active online with text and images. This is peer assessed with academic component. Individually marked. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment • Critique physical outcomes of the built environment from your own context Evaluate the successes and weaknesses of a large scale urban development project
CLO 4	Formulate and justify ideas on how hyper-dense cities of the future can be Green,	1, 2, 3	Assignment 4: *Essay* Instructor assessed short essay (1200-1800 words). Individually marked.

	Livable, and Enchanting.		• Critique physical outcomes of the built environment from your own context. • Formulate and justify ideas on how hyper-dense cities of the future can be Green, Livable, and Poetic.

3. ASSESSMENT

This course has 4 assignments:

Assessment task	Weight	CLO assessed	Due date
1. Assignment 1 Stakeholder Concerns Peer assessed written individual presentation, with academic component. Individually marked, yet students work in a group. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment	15 %	CLO1	Week 4 Tues 8/10 (Monday 7/8 is Labour Day) Peer review – Sun 13/10 (census Day)
2. Assignment 2 Case Study Evaluation Group presentation assessed by the instructors where students receive a group mark. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment • Evaluate the successes and weaknesses of a large scale urban development project	25 %	CLO1, CLO3	Week 7 Mon 28/10
3. Assignment 3 Online Participation Students are requested to be active online with text and images. This is peer assessed with academic component. Individually marked. • Describe the spectrum of roles and interactions of the different stakeholders within the built environment • Critique physical outcomes of the built environment from your own context • Evaluate the successes and weaknesses of a large scale urban development project	20 %	CLO1, CLO2, CLO3	Week 8 Participation peer review by Sun 10/11 Moderation in week 9 if assignment 2 marked by then
4. Assignment 4 Essay Instructor assessed short essay (1200-1800 words). Individually marked. • Critique physical outcomes of the built environment from your own context • Formulate and justify ideas on how hyper-dense cities of the future can be Green, Livable, and Poetic.	30 %	CLO2, CLO4	Week 10 Reflection due Sun 24/11

*The assessment design procedure (Section 1.2) states that courses should include an early assessment

task prior to the census date or one-third into the course.
https://www.gs.unsw.edu.au/policy/documents/assessmentdesignprocedure.pdf

4. WEEKLY COURSE SCHEDULE

Week	Topic [Module]	Activity [Learning opportunity]	Related CLO
0 Week	**Introductions activity**	• Social value of getting to know each other	
Week 1	**What is the Built Environment** (with the introduction in 0 Week)	• Assignment 1 • Discussion topics • Poll on "What contributes to enchantment?" • Online participation grade • Quiz (combined quiz weighting - 10%)	1, 2, 3
Week 2	**Fight for the Site**	• Discussion topics • Quiz (combined quiz weighting - 10%)	1, 3
Week 3	**Architecture in the City**	• Discussion topics • Quiz (combined quiz weighting - 10%)	1, 3
Week 4	Peer Review - assignment 1	• Peer reviewing	
Week 5	**Being Green**	• Discussion topics • Quiz (combined quiz weighting - 10%)	1, 3
Week 6	**Technopolis**	• Discussion topics • Quiz (combined quiz weighting - 10%)	1, 3
Week 7	**Inside Out** - assignment 2 due	• Discussion - 3 questions and weekly summary	1, 3
Week 8	Peer Review Participation	• weighting - 20% - part of grade allocated to doing the peer review)	1, 2, 3
Week 9	Reading week – reflection	•	
Week 10	**Wrap Up** - Making hyper dense cities green, liveable & poetic	• Assignment 3 - Critical Reflection (reflection due)	2, 4